



TAMASSEE-SALEM MIDDLE/HIGH

4 Eagle Lane
Salem, SC 29676

Grades	6-12 Middle School	
Enrollment	286 Students	
Principal	Steve M.R. Moore	864-886-4545
Superintendent	Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Good
2008	N/A	N/A
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

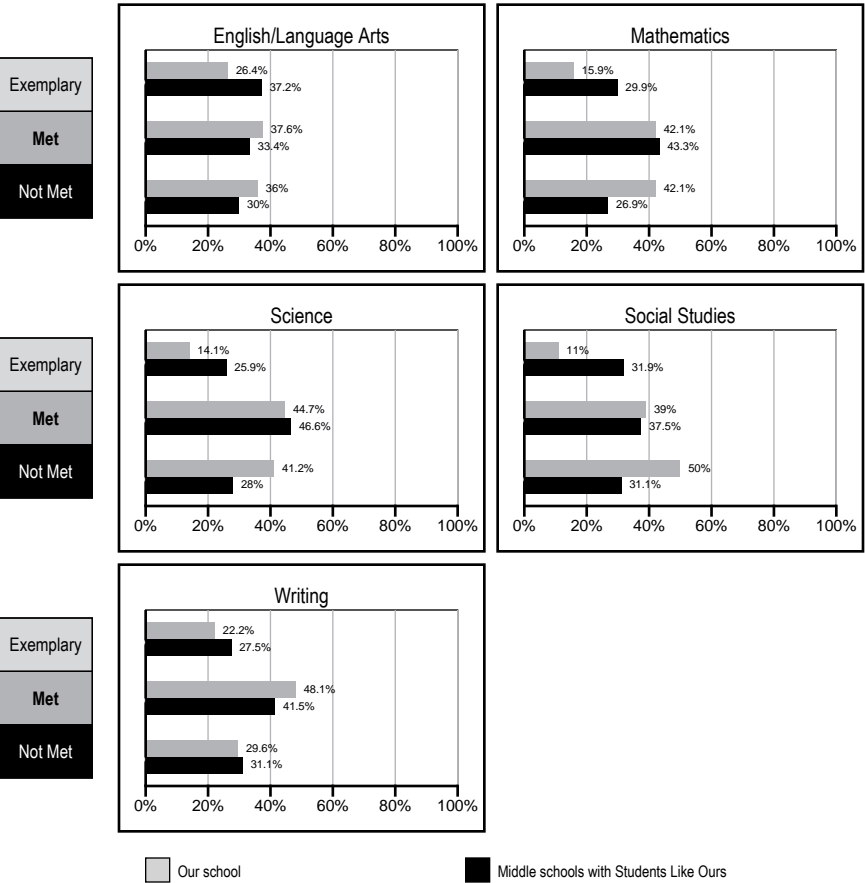
96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	17	38	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	92.3%	97.9%
English 1	N/A	96.7%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	82.0%
US History and the Constitution	N/A	N/A
All Subjects	92.3%	97.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=286)				
Students enrolled in high school credit courses (grades 7 & 8)	25.5%	Down from 38.9%	23.3%	24.5%
Retention rate	0.7%	Up from 0.0%	0.8%	0.7%
Attendance rate	94.5%	Up from 94.4%	95.7%	95.9%
Served by gifted and talented program	19.3%	Up from 11.9%	20.2%	17.8%
With disabilities other than speech	19.3%	Down from 25.7%	10.1%	9.2%
Older than usual for grade	1.1%	Down from 2.4%	1.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.1%	Down from 2.4%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	78.3%	Down from 80.0%	61.0%	60.0%
Continuing contract teachers	82.6%	Down from 92.0%	87.2%	82.6%
Teachers returning from previous year	88.0%	Up from 87.6%	86.9%	85.6%
Teacher attendance rate	94.5%	Down from 97.4%	94.9%	95.3%
Average teacher salary*	\$49,423	Down 2.2%	\$46,623	\$46,300
Professional development days/teacher	10.6 days	Up from 9.1 days	9.6 days	9.9 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.0 to 1	21.6 to 1	21.5 to 1
Prime instructional time	87.8%	Down from 90.1%	89.9%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.0%	Down from 100.0%	98.3%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$11,083	Up 3.6%	\$7,463	\$7,634
Percent of expenditures for instruction**	58.6%	Down from 59.5%	64.7%	64.0%
Percent of expenditures for teacher salaries**	56.4%	Up from 53.1%	62.7%	61.2%

* Includes current year teachers contracted for 185 or more days.
 ** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The forefront of our total mission continues to be the development of self-confident learners who will be successful beyond their high school years. Students are challenged to be part of a completer program encouraging them to explore opportunities for their career choices. Faculty members provide an applied classroom approach where students learn to work and challenge themselves to be thinkers and innovators to prepare them for college, technical school, military or a vocational career beyond high school. Goals for the current school year were identified to help students and the school be successful as identified by state measurements. Students have been identified to participate in an academic program for assistance and NovaNet while others have had the opportunity to participate in an accelerated program through the SC Virtual School Program. Student results for meeting state standards, school and district goals were achieved during the 09-10 school year and should be reached during the 2010-2011 school year. As always, statistics must be reviewed carefully as the size of the student body can influence what is printed as to what is actually taking place on campus. For 2010-11, MAP (Measure of Academic Progress) scores continued to improve in all areas as compared to the students' previous year's scores. Likewise, HSAP scores and EOCEP scores improved over previous years. We are blessed to have Maureese Robinson, Graduation Coach, who operates our Academic Recovery Center (ARC LAB) which provides students with many opportunities for success in academics. This position, though critical to our school, will be lost due to lack of funding. The TS Friends mentoring group continues to provide vital support for many students in helping to foster an environment of success as they participate in the program.

The SIC, faculty and staff of TSMHS extend a thank you our TS Friends Mentors, our volunteers, parents and students for their diligent work in representing TSMHS.

Steve M.R. Moore, Principal
Lynn Peak, SIC Chair

The School Improvement Council of Tamassee-Salem Middle & High School serves as an advisory committee to the administration and faculty of TSMHS. The focus is to bring together parents and community members to collaborate on the academic and social development of all students to partner for success. We encourage more of our parents to become involved as everyone has something to contribute.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 6 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.5%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	142	100	35.7	37.3	27	71.4	83	82.4	No	Yes
Gender										
Male	78	100	42.9	27.1	30	64.3	78.7	78.7	N/A	N/A
Female	64	100	26.8	50	23.2	80.4	87.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	137	100	33.9	38	28.1	73.6	85.1	88.9	No	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	72.9	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75.3	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90	83	I/S	I/S
Disability Status										
Disabled	32	100	55.2	34.5	10.3	48.3	53.2	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	88	100	41.9	41.9	16.2	63.5	76.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	143	100	41.7	41.7	16.5	70.9	83.7	81.9	No	Yes
Gender										
Male	78	100	42.9	37.1	20	70	81.4	79.9	N/A	N/A
Female	65	100	40.4	47.4	12.3	71.9	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	138	100	41	41.8	17.2	72.1	85.9	88.9	No	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	69.8	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.6	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	84.4	I/S	I/S
Disability Status										
Disabled	33	100	73.3	23.3	3.3	46.7	53.2	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	89	100	50.7	37.3	12	61.3	77.4	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	95	100	40.7	44.2	15.1	59.3	69.2	68.6
Gender								
Male	50	100	38.3	40.4	21.3	61.7	68	68.3
Female	45	100	43.6	48.7	7.7	56.4	70.5	68.9
Racial/Ethnic Group								
White	92	100	38.6	45.8	15.7	61.4	74.3	80.7
African American	2	I/S	I/S	I/S	I/S	I/S	44.2	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	68	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	52	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	24	100	56.5	34.8	8.7	43.5	39.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	46.9	60.7
Socio-Economic Status								
Subsidized meals	58	100	51	39.2	9.8	49	59.1	57.3

Social Studies								
All Students	96	99	49.4	38.6	12	50.6	70.1	72.5
Gender								
Male	54	100	48.9	31.9	19.1	51.1	70.3	72
Female	42	97.6	50	47.2	2.8	50	69.9	73.1
Racial/Ethnic Group								
White	94	98.9	49.4	38.3	12.3	50.6	72.8	81
African American	1	I/S	I/S	I/S	I/S	I/S	57.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.5	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60.6	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	71.4	73.5
Disability Status								
Disabled	24	100	77.3	13.6	9.1	22.7	40.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62	69.7
Socio-Economic Status								
Subsidized meals	62	98.4	58	34	8	42	60.5	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	59	100	29.6	48.1	22.2	70.4	71.3	73.2	95.6	96.3
Gender										
Male	30	100	25	50	25	75	64	67.2	96	96.3
Female	29	100	34.6	46.2	19.2	65.4	78.6	79.4	95.1	96.3
Racial/Ethnic Group										
White	57	100	30.8	46.2	23.1	69.2	73.3	81.5	95.6	96.1
African American	1	I/S	I/S	I/S	I/S	I/S	64.3	61.3	94.4	97.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	99.9	98.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	57.8	66.7	N/A	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	97	96.6
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	25	23.6	26	95.2	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.3
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.8	65.7	N/A	97.1
Socio-Economic Status										
Subsidized meals	36	100	35.5	51.6	12.9	64.5	60.5	63.2	95.4	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	45	100	32.5	52.5	15	67.5
	7	60	100	32.1	39.6	28.3	67.9
	8	39	94.9	32.3	38.7	29	67.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	37	100	39.4	45.5	15.2	60.6
	7	47	100	36.6	36.6	26.8	63.4
	8	58	100	32.7	32.7	34.6	67.3
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	45	100	55	37.5	7.5	45
	7	60	100	34	35.8	30.2	66
	8	39	94.9	41.9	41.9	16.1	58.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	37	100	36.4	45.5	18.2	63.6
	7	47	100	53.7	31.7	14.6	46.3
	8	59	100	35.8	47.2	17	64.2
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	22	100	42.1	47.4	10.5	57.9
	7	60	100	30.2	47.2	22.6	69.8
	8	19	94.7	18.8	56.3	25	81.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	18	100	55.6	38.9	5.6	44.4
	7	47	100	46.3	43.9	9.8	53.7
	8	30	100	22.2	48.1	29.6	77.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	23	100	33.3	61.9	4.8	66.7
	7	60	100	47.2	34	18.9	52.8
	8	18	100	26.7	60	13.3	73.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	20	95	25	56.3	18.8	75
	7	47	100	58.5	24.4	17.1	41.5
	8	29	100	N/AV	N/AV	N/AV	50
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	46	100	47.6	33.3	19	52.4
	7	58	98.3	37	31.5	31.5	63
	8	38	97.4	21.9	62.5	15.6	78.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	59	100	29.6	48.1	22.2	70.4

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